



BRYSON ELEMENTARY

703 Bryson Drive
Simpsonville, South Carolina 29681

GRADES K-5 Elementary School

ENROLLMENT 940 Students

PRINCIPAL Thomas R. Chambers 864-967-1846

SUPERINTENDENT Dr. Phinnize J. Fisher 864-241-3456

BOARD CHAIR Tommie Reece 864-271-3619



THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2004

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

| Excellent | Good | Average | Below Average | Unsatisfactory |
|-----------|------|---------|---------------|----------------|
| 27 | 27 | 2 | 0 | 0 |

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 20 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

| | Absolute Rating | Improvement Rating | Adequate Yearly Progress |
|-------------|------------------------|---------------------------|---------------------------------|
| 2001 | Good | Below Average | N/A |
| 2002 | Good | Below Average | N/A |
| 2003 | Good | Below Average | No |
| 2004 | Good | Unsatisfactory | No |

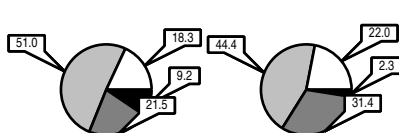
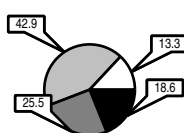
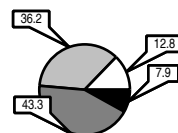
DEFINITIONS OF DISTRICT RATING TERMS





- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2003-04 whose 2002-03 test scores were located.

67.9%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**Our School****Elementary Schools with Students like Ours****Mathematics****English/Language Arts****Mathematics****English/Language Arts****Definition of Critical Terms**

| | | |
|---|--------------------|---|
|  | Advanced | Very high score; very well prepared to work at next grade level; exceeded expectations |
|  | Proficient | Well prepared to work at next grade level; met expectations |
|  | Basic | Met standards; minimally prepared, can go to next grade level |
|  | Below Basic | Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level |

NOTE: Science and social studies are to be included in the 2005 school report card.

PACT PERFORMANCE BY GROUP

| | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced (adj.)</i> | <i>Performance Objective Met</i> | <i>Participation Objective Met</i> |
|--|---|-----------------|----------------------|----------------|---------------------|-------------------|---|--------------------------------------|--|
| English/Language Arts - State Performance Objective = 17.6% | | | | | | | | | |
| All Students | 470 | 99.6 | 21.8 | 44.5 | 31.4 | 2.3 | 45.4 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 240 | 99.6 | 28.4 | 43.6 | 26.2 | 1.8 | 38.2 | | |
| Female | 230 | 99.6 | 14.7 | 45.5 | 37.0 | 2.8 | 53.1 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 317 | 100.0 | 16.7 | 44.2 | 36.7 | 2.4 | 50.0 | Yes | Yes |
| African-American | 120 | 98.3 | 33.9 | 49.1 | 16.1 | 0.9 | 31.3 | Yes | Yes |
| Asian/Pacific Islanders | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 28 | 100.0 | 26.9 | 30.8 | 38.5 | 3.8 | 53.8 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 395 | 99.8 | 15.8 | 46.3 | 35.1 | 2.7 | 50.4 | | |
| Disabled | 75 | 98.7 | 53.6 | 34.8 | 11.6 | 0.0 | 18.8 | Yes | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 470 | 99.6 | 21.8 | 44.5 | 31.4 | 2.3 | 45.4 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 465 | 99.6 | 22.0 | 44.2 | 31.5 | 2.3 | 45.4 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 154 | 99.4 | 32.4 | 45.8 | 20.4 | 1.4 | 31.7 | Yes | Yes |
| Full-pay meals | 316 | 99.7 | 16.7 | 43.9 | 36.7 | 2.7 | 52.0 | | |

| | | | | | | | | | |
|--|-----|-------|------|------|------|------|------|-----|-----|
| Mathematics - State Performance Objective = 15.5% | | | | | | | | | |
| All Students | 470 | 99.6 | 18.1 | 51.1 | 21.6 | 9.2 | 45.6 | Yes | Yes |
| Gender | | | | | | | | | |
| Male | 240 | 99.6 | 21.3 | 47.1 | 21.3 | 10.2 | 44.0 | | |
| Female | 230 | 99.6 | 14.7 | 55.5 | 21.8 | 8.1 | 47.4 | | |
| Racial/Ethnic Group | | | | | | | | | |
| White | 317 | 99.7 | 12.6 | 49.5 | 25.9 | 11.9 | 54.9 | Yes | Yes |
| African-American | 120 | 99.2 | 33.6 | 53.1 | 11.5 | 1.8 | 23.0 | Yes | Yes |
| Asian/Pacific Islander | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Hispanic | 28 | 100.0 | 15.4 | 65.4 | 11.5 | 7.7 | 34.6 | I/S | I/S |
| American Indian/Alaskan | N/A | N/A | N/A | N/A | N/A | N/A | N/A | I/S | I/S |
| Disability Status | | | | | | | | | |
| Not disabled | 395 | 100.0 | 12.0 | 52.7 | 24.7 | 10.6 | 51.6 | | |
| Disabled | 75 | 97.3 | 51.5 | 42.6 | 4.4 | 1.5 | 13.2 | No | Yes |
| Migrant Status | | | | | | | | | |
| Migrant | N/A | N/A | N/A | N/A | N/A | N/A | N/A | | |
| Non-migrant | 470 | 99.6 | 18.1 | 51.1 | 21.6 | 9.2 | 45.6 | | |
| English Proficiency | | | | | | | | | |
| Limited English Proficient | 5 | I/S | I/S | I/S | I/S | I/S | I/S | I/S | I/S |
| Non-Limited English Proficient | 465 | 99.6 | 18.1 | 50.9 | 21.8 | 9.3 | 46.1 | | |
| Socio-Economic Status | | | | | | | | | |
| Subsidized meals | 154 | 98.7 | 29.1 | 58.2 | 9.2 | 3.5 | 26.2 | Yes | Yes |
| Full-pay meals | 316 | 100.0 | 12.9 | 47.8 | 27.5 | 11.9 | 54.9 | | |

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GRADE LEVEL

| | | <i>Enrollment 1st Day of Testing</i> | <i>% Tested</i> | <i>% Below Basic</i> | <i>% Basic</i> | <i>% Proficient</i> | <i>% Advanced</i> | <i>% Proficient and Advanced</i> |
|------------------------------|----------------|---|-----------------|----------------------|----------------|---------------------|-------------------|--------------------------------------|
| English/Language Arts | | | | | | | | |
| 2003 | Grade 3 | 155 | 99.4 | 18.1 | 36.9 | 42.3 | 2.7 | 45.0 |
| | Grade 4 | 176 | 100.0 | 20.7 | 47.6 | 28.7 | 3.0 | 31.7 |
| | Grade 5 | 159 | 100.0 | 30.7 | 51.3 | 17.3 | 0.7 | 18.0 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 135 | 100.0 | 20.5 | 32.6 | 40.9 | 6.1 | 47.0 |
| | Grade 4 | 164 | 99.4 | 21.3 | 45.8 | 32.3 | 0.6 | 32.9 |
| | Grade 5 | 171 | 99.4 | 22.9 | 54.2 | 22.3 | 0.6 | 22.9 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| Mathematics | | | | | | | | |
| 2003 | Grade 3 | 155 | 100.0 | 12.0 | 44.7 | 28.0 | 15.3 | 43.3 |
| | Grade 4 | 176 | 100.0 | 18.3 | 46.3 | 22.0 | 13.4 | 35.4 |
| | Grade 5 | 159 | 100.0 | 22.7 | 48.0 | 19.3 | 10.0 | 29.3 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| 2004 | Grade 3 | 135 | 99.3 | 16.8 | 60.3 | 21.4 | 1.5 | 22.9 |
| | Grade 4 | 164 | 100.0 | 17.9 | 45.5 | 26.9 | 9.6 | 36.5 |
| | Grade 5 | 171 | 99.4 | 18.7 | 47.6 | 18.7 | 15.1 | 33.7 |
| | Grade 6 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 7 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |
| | Grade 8 | N/A | N/A | N/A | N/A | N/A | N/A | N/A |

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

SCHOOL PROFILE

| | Our School | Change from Last Year | Elementary Schools with Students Like Ours | Median Elementary School |
|---|------------|-----------------------|--|--------------------------|
| Students (n= 940) | | | | |
| First graders who attended full-day kindergarten | 100.0% | N/C | 99.3% | 100.0% |
| Retention rate | 3.0% | Down from 3.2% | 2.1% | 2.7% |
| Attendance rate | 96.8% | Up from 96.7% | 96.6% | 96.4% |
| Students with disabilities other than speech taking PACT (ELA) off grade level | 2.4% | | 3.9% | 4.6% |
| Students with disabilities other than speech taking PACT (Math) off grade level | 1.7% | | 3.2% | 3.5% |
| Eligible for gifted and talented | 13.5% | Down from 18.0% | 23.7% | 13.5% |
| On academic plans | N/AV | N/AV | N/A | N/AV |
| On academic probation | N/AV | N/AV | N/A | N/AV |
| With disabilities other than speech | 8.4% | Up from 7.8% | 7.2% | 8.2% |
| Older than usual for grade | 1.1% | Up from 0.6% | 0.6% | 0.9% |
| Out-of-school suspensions or expulsions for violent &/or criminal offenses | 0.0% | Down from 0.3% | 0.0% | 0.0% |

| | | | | |
|---|----------|---------------------|-----------|-----------|
| Teachers (n= 52) | | | | |
| Teachers with advanced degrees | 46.2% | Up from 41.8% | 55.3% | 51.4% |
| Continuing contract teachers | 94.2% | Up from 89.1% | 88.9% | 87.5% |
| Highly qualified teachers** | 93.8% | N/A | 94.7% | 95.0% |
| Teachers with emergency or provisional certificates | 2.0% | | 0.0% | 0.0% |
| Teachers returning from previous year | 89.0% | Up from 88.4% | 88.6% | 86.7% |
| Teacher attendance rate | 95.8% | Down from 98.5% | 95.2% | 94.9% |
| Average teacher salary | \$40,604 | Up 2.9% | \$42,270 | \$40,760 |
| Prof. development days/teacher | 9.0 days | Down from 10.3 days | 10.5 days | 12.4 days |

| | | | | |
|---|-----------|-----------------|-----------|-----------|
| School | | | | |
| Principal's years at school | 8.0 | Up from 7.0 | 5.0 | 4.0 |
| Student-teacher ratio in core subjects | 22.7 to 1 | N/R | 20.1 to 1 | 18.9 to 1 |
| Prime instructional time | 91.7% | Down from 94.5% | 90.8% | 90.0% |
| Dollars spent per pupil* | \$4,583 | Up 3.5% | \$5,683 | \$6,044 |
| Percent of expenditures for teacher salaries* | 67.3% | Down from 68.0% | 67.8% | 65.9% |
| Opportunities in the arts | Good | No change | Good | Good |
| Parents attending conferences | 99.4% | Down from 99.6% | 99.0% | 99.0% |
| SACS accreditation | Yes | No change | Yes | Yes |
| Character development program | Average | N/A | Good | Good |

* Prior year audited financial data are reported.

| | Our District | State |
|---|-----------------|---------------------|
| Highly qualified teachers in low poverty schools** | 93.2% | 92.0% |
| Highly qualified teachers in high poverty schools** | 93.7% | 91.1% |
| | State Objective | Met State Objective |
| Highly qualified teachers in this school** | 65.0% | Yes |
| Student attendance in this school | 95.3% | Yes |

**NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Bryson Elementary was selected as a State "Red Carpet School" for the 2003-04 school year. We are very honored and proud to be recognized for our school's warm, caring environment. We were once again the benefactors of numerous grants that enabled us to enrich our curriculum. These grants included an Artist in Residence grant, which enabled our school to host Mr. Dean Eades for a weeklong residency. We also had a "Cops in Schools" grant in conjunction with the Fountain Inn Police Department, which facilitated having an after-school tutoring program, "Code Blue" classes, and character education seminars.

Our school continued to emphasize civic responsibility to our students. Over \$4,500 was raised for the "Jump Rope for Heart" foundation. The National Ambassador for the March of Dimes, Amanda Reeves, attends our school. We raised over \$1,000 for this worthwhile cause, as well as having a team of 25 staff members participate in the yearly six mile walk fundraiser. Our students and school community also participated in numerous other outreach programs such as "Operation Christmas Child," food drives for the local food bank, and recycling programs.

Academically, we saw marked improvement in our students' math scores. We did, as did most schools statewide, see a slight decline in our students' language arts scores. We continued to place a great emphasis on our school-wide math program and have begun a school-wide writing initiative to once again pursue the Exemplary Writing award.

A strong, active PTA has been a great support to our school. They took an active role in the academic program through sponsoring the SEEDS reading program, Sunshine Math, and Accelerated Reader programs. PTA was also helpful in conjunction with the Chamber of Commerce in providing the Junior Achievement program for most classrooms. Once again, Hands On Greenville paid a visit in May and did a tremendous job of 'sprucing' up our campus.

As we look forward to the coming school year, we are excited to have been selected as a Baldrige Model school. Our staff has already begun staff development to implement this program and we are excited about the positive impact it will have on our students' performance.

Thomas Chambers, Principal
Beverly Neal, SIC Chair

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

| | Teachers | Students* | Parents* |
|--|----------|-----------|----------|
| Number of surveys returned | 38 | 165 | 110 |
| Percent satisfied with learning environment | 94.7% | 85.3% | 79.8% |
| Percent satisfied with social and physical environment | 94.7% | 84.0% | 88.1% |
| Percent satisfied with home-school relations | 94.7% | 88.6% | 68.8% |

*Only students at the highest elementary school grade level at this school and their parents were included.